

Pupil premium strategy statement – Ivybridge Community College

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	2398
Proportion (%) of pupil premium eligible pupils	18.2%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	3
Date this statement was published	31.12.2023
Date on which it will be reviewed	31.12.2024
Statement authorised by	Rachel Hutchinson
Pupil premium lead	Emily Briant
Governor / Trustee lead	Rob Haring

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 410,420
Recovery premium funding allocation this academic year	£ 91,632
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£ 207,224
Total budget for this academic year	£ 709,276

Part A: Pupil premium strategy plan

Statement of intent

Ivybridge Community College aims to provide opportunities for all students to access all areas of education, whatever their starting point. Our ultimate objective is to support all students to reach their full potential.

Ivybridge Community College recognises the existence of potential material and sociocultural barriers which may prevent some less advantaged students from reaching their full potential. We also consider the challenges faced by vulnerable students, such as those who have a social worker and young carers. Pupil Premium is a key resource for ensuring the realisation of achievement for all students.

The nature of the issue of disadvantage makes it essential that we adopt and provide personalised rather than blanket support for our students, which is informed by careful engagement with literature, internal data and evidence-based research pertaining to the issues surrounding educational underachievement for less advantaged students.

Our Pupil Premium Strategy seeks to provide equitable support to less advantaged students. Our Pupil Premium Strategy encompasses a multifaceted approach, which provides support for students both within the College and beyond the school gates.

The key principles of our strategy include identifying the key challenges to educational achievement that are faced by less advantaged students in both our school and regional context, whilst recognising the prolonged effects of the Covid-19 pandemic. Therefore, our strategy includes our approach to education recovery, which includes targeted support through the National Tutoring Programme. Following the identification of three key challenges, we have developed a range of strategic approaches which aim to mitigate and overcome potential barriers to educational success through the implementation of literature informed and evidence-based approaches.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged students require the most support. Research suggests that this focus will support our goal of closing the disadvantage attainment gap, whilst also benefitting other students. It is our intention that all students' attainment will be sustained and improved through our strategy.

Challenges

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

Challenge number	Detail of challenge
1	<p>Achievement - Ivybridge Community College identifies the academic underperformance of less advantaged students in comparison to their peers at the end of Key Stage 4. We are aware that gaps have often formed prior to students joining the College in Year 7. There is a national trend for gaps between less advantaged students and their peers to exist from early in their educational experiences, with the gap widening over time. For example, a recent study found that, in Plymouth, by the end of Year 11 the disadvantage gap had grown to 24.5 months. In 2023, the Progress 8 score for disadvantaged students was -0.81. In 2023, our first round of NGRT testing for Year 7 suggested that Means SAS range was 109.5 at Ivybridge. It should be noted that this testing suggests a particularly strong cohort at Ivybridge Community College and that these students, as a whole, are relatively close to the 'above average' boundary. In contrast, the 61 students in receipt of FSM achieved a mean SAS of 103.1 – higher than the National but still behind – on average – our main cohort.</p>
2	<p>Attendance – Ivybridge Community College recognises a lower attendance level for less advantaged students in comparison to their peers. During the first half term of 2023, the overall level of attendance of less advantaged students was 85.6%. Based on our close data analysis, we recognise the particularly low attendance of students eligible for Free School Meals.</p>
3	<p>Deprivation – Ivybridge Community College acknowledges the potential barriers associate to material and sociocultural deprivation. Evidence suggests that such barriers can be detrimental to students' academic achievement and wider educational experiences. In the previous academic year, we implemented a staff voice strategy to reflect upon the key barriers associated to deprivation which specifically affect our students. This internal data has been used in line with recently published reports regarding our regional context in the South West, which suggest key barriers may include the digital divide and transport issues.</p>

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
<p>At Ivybridge Community College it is our intent that all learners have access to a high quality, relevant and challenging curriculum. Learners experience a broad and balanced curriculum that promotes intellectual curiosity and prepares them for the future. Alongside our ambitious curriculum, high quality teaching is a key priority. We recognise the importance of investing in staff so that they can make the difference for our students.</p> <p>The intended outcome is an improvement to at least a Progress 8 score of 0 for our disadvantaged cohort. This would mean our disadvantaged students are performing above the national average achieved by disadvantaged students in 2023.</p>	<p>Success to this intended outcome is an improvement to the Progress 8 score of disadvantaged students in the summer examinations 2024.</p> <p>The curriculum is carefully sequenced to support disadvantaged students to develop stable schema.</p> <p>Teaching and learning are effective in addressing knowledge gaps, developing stable scheme and facilitating knowledge recall.</p> <p>Specific focus is given to improving students' literacy levels, as this underpins access to the curriculum.</p>
<p>We believe excellent attendance is paramount to student welfare, safeguarding and academic success. We encourage our students to maintain high levels of attendance, in order for them to take full advantage of the opportunities available to them at the College and for them to reach their full potential.</p> <p>The intended outcome is an improvement in levels of attendance of disadvantaged students to at least 90%. This figure is slightly below the national average (92.2%) for disadvantaged students in 2020-2021 and is primarily due to the impact on attendance of the Covid-19 Pandemic.</p>	<p>Success to this intended outcome is a sustained reduction to the absence rate of disadvantaged students this academic year.</p> <p>Availability of support for students who require this through pastoral, wellbeing and safeguarding teams.</p> <p>The provision of specific targeted support to improve students' attendance based on a diagnosis of their individual barriers.</p> <p>Regular monitoring of disadvantaged students' attendance, in order to ensure that support is targeted to those in need.</p>
<p>The College understands that deprivation can manifest itself in a plethora of ways. Living in the South West also presents additional regional challenges associated to material and sociocultural deprivation.</p>	<p>Success in this intended outcome is a reduction in the barriers to learning associated to material and sociocultural deprivation.</p>

The intended outcome is that at least 60% of disadvantaged students access support through our Pupil Premium Charter this academic year.	This would enable greater access to and participation in the curriculum and enrichment opportunities.
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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: £485,990

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>CPD, Coaching</p>	<p>Ivybridge Community College continues to develop a new approach to CPD, with specific focus on curriculum design, literacy, cognitive science, instruction, and meeting students' needs.</p> <p>The curriculum must be carefully sequenced to support disadvantaged students to develop stable schema. There is commentary to support this claim, whilst evidence in this area is largely inconclusive.</p> <p>Literacy extends beyond reading and vocabulary. Evidence suggests that children with poor literacy struggle to access the curriculum, resulting in poor educational outcomes. Further information regarding literacy is reference below as a targeted intervention.</p> <p>Evidence relating to cognitive science at educational outcomes is evolving. 16 studies focused on the use of scaffolds (samples within these studies were diverse with regards to educational setting and subject focus, with only 7 studies including students being taught by their teacher – this limits the validity and representativeness of the evidence). Scaffolding has been found to support students who may not have strong foundational knowledge, which commentary suggests this is likely to be disadvantaged students. The use of worked examples is focused on in 22 studies (most studies took place in secondary settings, making the studies more representative to our school context, however, only 8 studies were delivered by teachers and there was some subject bias). Evidence suggests that understanding cognitive load has implications for teaching practice, such as greater understanding of the</p>	<p>1</p>
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benefits of worked examples. 15 studies focused on working with schemas, and [commentary](#) suggests that disadvantaged students are less likely to have developed and stable schema.

Ivybridge Community College recognises a clear crossover of need for disadvantaged students who also have SEND. Therefore, CPD focus on specific strategies for students with SEND are beneficial to disadvantaged students.

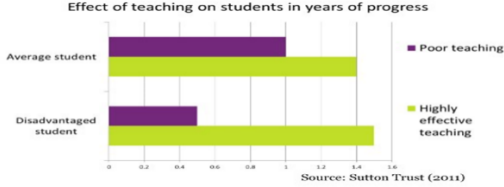
[Commentary](#) suggests that coaching can be used to improve the effectiveness of teaching, raising the quality and consistency of teaching.

Teacher coaching can be used in different ways, but aims to provide personalised professional support to teachers through discussions about their classroom practice. Coaching can be seen as a key strategy for enhancing teaching and learning, in a sustainable way. A key guidance [report](#) suggests that investing in teachers' learning and development underpins school improvement.

Whilst current [commentary](#) is not always grounded in a rigorous evidence base, there are some academic journals on the topic of instructional coaching (which are less representative due to taking place in primary settings). Additionally, much [research](#) is currently based in the USA, but this research does provide promise for coaching being impactful for the classroom.

At Ivybridge Community College, we have completed our second phase of trailing a coaching model, investigating and exploring how this can be implemented to the highest effectiveness within our context.

	<p>Informed by our experiences, we are moving to implementing a school-wide coaching model this academic year.</p>	
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<p>Recruitment and Retention</p>	<p>Ivybridge Community College priorities high quality teaching and curriculum development.</p> <p>The curriculum must be carefully sequenced to support disadvantaged students to develop stable schema. There is commentary to support this claim, whilst evidence in this area is largely inconclusive.</p> <p>Teaching and learning must be effective in addressing knowledge gaps, developing stable scheme and facilitating knowledge recall. Evidence from the Sutton Trust (2011) suggests that effective teaching can have a disproportionately positive effect on disadvantaged students.</p>  <p>A student voice survey, including a small (and therefore not fully representative) random sample of Key Stage 4 students identified that students at Ivybridge Community College feel that high quality teaching was one of the most important aspects in supporting their learning and motivation in lessons.</p>	<p>1</p>
<p>Reduction of Class Sizes</p>	<p>Evidence suggests that smaller classes sizes can impact upon learning if the reduction of student numbers enables teachers to teach differently. For example, facilitating higher quality interactions between teachers and students.</p> <p>In English and Mathematics, key classes are reduced in size. There is an overrepresentation of disadvantaged students in these smaller classes.</p>	<p>1</p>

	<p>Research in this area is limited, and less impact is found if fewer students are removed from classes. Student Voice (based on a small sample of Key Stage 4 students) at Ivybridge Community College suggests that students perceive small classes to be beneficial to them, insofar as it provides additional opportunities for bespoke teacher support.</p>	
<p>Technology to Support Access to the Curriculum</p>	<p>We have invested in technology to support less advantaged students' access to the curriculum. Ivybridge Community College recognises the existence of a digital divide between less advantaged students and their peers, therefore, investment into technology is important in order to address this divide.</p> <p>Investments have been made based on feedback from middle leaders, senior leaders and our SEND team regarding specific technological barriers faced by some students as a result of material deprivation, which has a close link in research to educational underachievement.</p> <p>For example, we recognise the significant cross-over between students who are less advantaged and those with SEND. Therefore, we have invested in C Pens to support such students.</p> <p>Ivybridge Community College uses Sparx, and is also exploring the use of Educake, to support students' access to the curriculum.</p>	<p>1, 3</p>

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

Budgeted cost: £166,786

Activity	Evidence that supports this approach	Challenge number(s) addressed
National Tutoring Programme	<p>Ivybridge Community College uses the National Tutoring Programme to support less advantaged students in core subjects. According to Social Mobility in the South West Report, 40% of disadvantaged students achieved their basics in English and Maths in 2019 in the South West, in comparison to almost 60% in Inner London. In 2022, 40.7% of our less advantaged students achieved their basics.</p> <p>Evidence (based on 62 studies) suggests that small group tuition approaches can support students to make progress. Small group tuition can provide targeted academic support for students at risk of underperformance.</p> <p>Small group tutoring is supported by the Department for Education's focus on the National Tutoring Programme.</p> <p>Based on Ivybridge Community College's successful experiences with the National Tutoring Programme in 2022-2023 (including reflections and feedback from involved staff, tutors, students and parents), we have chosen to continue to use a similar model this academic year. This involves a small group of nominated KS3 students, who receive tutoring in Mathematics or English, from an external tuition partner.</p>	1

<p>Targeted Literacy Intervention and Support</p>	<p>According to Social Mobility in the South West Report, 40% of disadvantaged students achieved their basics in English and Maths in 2019 in the South West, in comparison to almost 60% in Inner London. In 2022, 40.7% of our disadvantaged students achieved their basics. Therefore, we aim to provide specific support in core subjects to students in KS3 who are not at the expected standard of literacy and numeracy.</p> <p>Reading is considered to be highly important to improving students' progress. Evidence based on 69 studies of secondary reading programmes suggests that reading should be considered the responsibility of all staff in secondary schools. One study focused on the use of Accelerated Reader, finding this intervention had a significant effect size of +0.24. The validity of this research is improved by objectivity; however, it remains unrepresentative.</p> <p>At Ivybridge Community College, we are developing our approach to the diagnosis of reading challenges. This includes collecting and effectively utilising regular NGRT scores for students. Where students are below an expected level, further testing, screening and intervention is provided to support students' individual needs. This support includes different routes: for example, Fresh Start, Read Write Inc phonics-based intervention and other structured reading support. Data is used to monitor students' progress.</p> <p>There is some evidence that reading approaches can be impactful, and that this can be seen in vocabulary-based approaches. This links theoretically to the concept of</p>	<p>1</p>
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	<p>second-tier and third-tier vocabulary by Beck and McKeown in literature. Evidence from 154 studies (of which many were not independently evaluated, effecting their validity) also suggests that disadvantaged students are less likely than their non-disadvantaged peers to have developed language skills, which can impact their achievement in education. Therefore, modelling and explicitly extending students' spoken vocabulary is important.</p> <p>Our focus on literacy extends beyond the classroom. Use of the literary canon during Tutor Time provides students with additional reading enrichment opportunities.</p> <p>Literacy extends beyond reading and vocabulary. Evidence suggests that children with poor literacy struggle to access the curriculum, resulting in poor educational outcomes. We focus on disciplinary literacy at Ivybridge Community College, supported by CPD, and some departments are currently trialling an oracy programme. We are developing our teaching of literacy in order to support the explicit teaching of new vocabulary used consistent methods, such as the golden triangle, which is supported through our CPD strategy.</p> <p>Ivybridge Community College encompass literacy within our standards and expectations provision. Students have access to books and Myon, an online platform, through which they can access a range of books to read.</p>	
Targeted Mathematics Support	According to Social Mobility in the South West Report , 40% of disadvantaged students achieved their basics in English and Maths in	1

	<p>2019 in the South West, in comparison to almost 60% in Inner London. In 2022, 40.7% of our disadvantaged students achieved their basics.</p> <p>Therefore, we seek to provide specific support in core subjects to identified students in KS3 who do not meet age related expectations for literacy and/or numeracy. This support is facilitated through the new appointment of a primary specialist teacher and an augmented 'waves of support' which this will allow for.</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 56,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pupil Premium Charter	<p>The Pupil Premium Charter encompasses a wide array of support for students and parents.</p> <p>Ivybridge Community College's Pupil Premium Charter seeks to overcome cited barriers associated most frequently to material deprivation, in order to provide students with the resources required to support their learning beyond the classroom and at home. Following an analysis of the use of this support for the academic year 2022-2023, we have updated and improved the provision offered to families, in order to ensure that the Pupil Premium Charter meets the needs of our student cohort.</p> <p>For example, support with school uniform is available through the Pupil Premium Charter. Evidence from the EEF suggests that it is important for schools to recognise</p>	1, 3

	<p>the financial implications of school uniform policies on less advantaged families. The Ivybridge Uniform Loan Store and Pupil Premium Charter have been developed based on feedback from parents and staff, and seeks to be a supportive strategy, providing assistance to maintain the school's high standards and expectations of uniform.</p> <p>For example, Year 7 students are provided with a fictional book to support their reading. Evidence suggests that disadvantaged children are less likely to own a book, and Ivybridge Community College recognises the importance of reading and literacy (please see above for further information on our literacy intervention).</p> <p>Literature, including the Social Mobility in the South West Report, accounts for specific regional barriers associated to enrichment participation and opportunities. This is particularly relevant for our school context.</p> <p>Ivybridge Community College is committed to providing all students with a range of enrichment experiences. The Pupil Premium Charter provides support for students to facilitate enrichment participation and opportunities. We believe this is essential in order to broaden students' experiences, develop cultural capital, and encourage students to develop into curious learners and responsible citizens.</p>	
Ivybridge Laptop Loan Scheme	The Ivybridge Laptop Loan Scheme provides a continuation of IT provision and support following the emerging needs identified as a result of Covid-19 and school closures.	1, 3

	<p>The Ivybridge Laptop Loan scheme is disproportionately accessed by less advantaged students.</p> <p>Literature cites the existence of a 'digital divide' whereby disadvantaged students are more at risk. The provision of devices is important at Ivybridge Community College, as a number of home learning activities require access to digital technology.</p>	
<p>Inclusion Breakfast Club</p>	<p>Following a successful initial pilot in the Summer Term of 2022, and provision throughout the academic year 2022-2023, Ivybridge Community College continues to support the provision of an Inclusion Breakfast Club.</p> <p>Research has found that poor attendance at school is linked to poor academic attainment.</p> <p>The purpose of the strategy is to uphold our school vision of 'Champion Every Child' by providing a positive, warm and supportive for selected students each morning. Research highlights the benefits of breakfast consumption, which reference to students' school experience and attendance.</p> <p>It is recognised that the evidence quality for this research is low due to small sample sizes and the possible risk of bias. Additionally, most research has taken place outside the context of Covid-19 or within primary school settings.</p> <p>At the College, staff voice feedback has indicated that this strategy is having a positive impact on students' wellbeing. Additionally, in 2022-2023, there was evidence of success in improving the attendance of some students who regularly</p>	<p>2</p>

	attended the Breakfast Club, based on data from a case study analysis.	
Personal Development and Pastoral Support	<p>Ivybridge Community College recognises the need to support students' socioemotional needs, wellbeing and behaviour through effective pastoral and safeguarding teams.</p> <p>The College takes a graduated response to support student needs. This involves the Tutor and Pastoral Leader as the first points of support, and escalates to involve external agency intervention programmes as appropriate.</p> <p>A review of our current school provision has revealed that less advantaged students disproportionately access wellbeing and safeguarding support at Ivybridge Community College.</p> <p>A review of our current school provision has revealed that less advantaged students disproportionately access wellbeing and safeguarding support at Ivybridge Community College.</p> <p>Pastoral Leaders will have regular wellbeing check ins with children from Service families.</p>	1, 2, 3
Contingency Fund for Acute Issues	We have identified a need to set aside some funding to respond quickly to emerging student needs that have not yet been identified.	1, 2, 3

Total budgeted cost: £ 709,276

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

In comparison to the validated data of 2021, our Progress 8 score decreased by -0.21 from -0.60 to -0.81. There remained a gap between disadvantaged students and their peers in key measures, including Progress 8 (-0.68), Attainment 8 (-13.79) and Basics 5+ (-19.2).

Building on the previous academic year, we implemented and developed the Pupil Premium Charter as a means to overcome barriers associated to material and sociocultural deprivation, in order to support less advantaged students. The Pupil Premium Charter sought to provide increasingly equitable support for students at Ivybridge, and feedback from staff and parents commended the Charter. Based on feedback, we have made additional improvements to the provision offered in the Pupil Premium Charter for this academic year (2023-2024). In addition to this, based on our experience of the Pupil Premium Charter last year, we continue to improve our system of tracking and monitoring the support accessed by less advantaged students throughout the academic year.

Throughout the academic year, the attendance of disadvantaged students continued to be affected by Covid-19. The use of a case studies enabled us to explore the impact of our newly established Inclusion Breakfast Club. This data did include individual success stories with regards to improving students' attendance, whilst for some students it did not seem to be as effective. Based on the experiences of last year, we are continuing to build and develop this provision this academic year. Despite interventions last year, by the end of the academic year, the attendance figure for disadvantaged students was 84.50%.

We placed a focus on continued professional development, and deployed a new CPD model. Over the course of the academic year, CPD clearly referenced and linked specifically to the needs of less advantaged learners and the barriers these students might face. Furthermore, we continued to disseminate literature and research (evidence-based practice) to support pedagogy to all staff. This academic year we piloted the introduction of instructional coaching, and this is something that will continue to develop next year.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
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