

# Pupil premium strategy statement – Ivybridge Community College

This statement details our school’s use of pupil 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	2,286
Proportion (%) of pupil premium eligible pupils	18.2%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> )	3
Date this statement was published	19.12.2026
Date on which it will be reviewed	31.12.2026
Statement authorised by	Rachel Hutchinson
Assistant Principal, Inclusion: Vulnerable learners and Attendance	Claire Warne
Pupil premium lead	Emily Briant
Governor / Trustee lead	Alice Evans

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 405,152
Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£ 102,884
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£ 508,035

# Part A: Pupil premium strategy plan

## Statement of intent

We are a College that strives for academic excellence, develops character and provides exceptional opportunities for all. Our ultimate objective is to support all students to reach their full potential.

Ivybridge Community College recognises the existence of material and sociocultural barriers which can prevent some less advantaged students from reaching their full potential. We are mindful of the challenges faced by vulnerable students, such as those who have a Social Worker and those who are Young Carers. Pupil Premium is a key resource for promoting the achievement of all students.

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

Our Pupil Premium Strategy reflects an 'equity approach', and our strategy encompasses a multifaceted approach, providing support for students within and beyond the school gates which recognises our local and regional context. High-quality teaching is at the heart of our approach, with a focus on areas in which less advantaged 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.

## Challenges

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

Challenge number	Detail of challenge
1	<p><b>Achievement</b></p> <p>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.</p> <p>In the summer examinations of 2025, 55.6% of the cohort achieved Basics 5+. This was an increase from the previous Academic Year. This shows evidence of sustaining a significant increase in performance since 2023.</p> <p>In the Autumn term of 2025, our first round of NGRT testing for the 2025-26 cohort for Year 7 suggested that the mean Standard Age Score (SAS) range was 109.2 at Ivybridge Community College. In contrast, the 62 students in receipt of Free School Meals achieved a mean SAS of 103.3 on entry – which is higher than the National, but still behind, on average, of our main cohort at 110.6.</p>
2	<p><b>Attendance</b></p> <p>Ivybridge Community College recognises a lower attendance level for less advantaged students in comparison to their peers.</p>

	<p>During the first half term of 2025, the overall level of attendance of disadvantaged students was 86.19% and the attendance level of Free School Meal students was 86.07%.</p> <p>Internal data shows that the attendance of disadvantaged students worsens with age, with the highest attendance in Year 7 and the lowest attendance in Year 11.</p>
3	<p><b>Deprivation</b></p> <p>Ivybridge Community College acknowledges the potential barriers associated with material and sociocultural deprivation. Evidence suggests that such barriers can be detrimental to students' academic achievement and wider educational experiences.</p> <p>To best understand deprivation in our context, the Pupil Premium Working Party implemented a staff voice strategy to reflect upon the key barriers associated with deprivation which specifically affected our students in 2022. In 2025, an internal case study research project explored the effects of deprivation further. Internal data is used in line with recently published reports regarding our regional context in the South West (<a href="#">Turning the Tide, SWSMC Annual Report 2024</a>, <a href="#">South-West Social Mobility Commission, Introductory Report 2023</a>, <a href="#">Social Mobility in the South West, Levelling Up Through Education 2022</a>) suggests 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.</p> <p>Learners should experience a broad and balanced curriculum that promotes intellectual curiosity and prepares them for the future.</p> <p>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 2026. This will sustain the improvements seen in 2025 and 2024, which illustrate a vast improvement from the summer examinations 2023.</p> <p>The curriculum is carefully sequenced to support disadvantaged students to develop stable schema.</p> <p>Teaching and learning are effective, with our non-negotiable strategies effectively used to promote consistency. Teaching addresses knowledge gaps, develops stable schema and facilitates 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.</p>	<p>Success to this intended outcome is a sustained reduction to the absence rate of disadvantaged students.</p>

<p>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 92%.</p>	<p>Availability of support for students who require this through the College's waves of support, including the Pastoral, Wellbeing and Safeguarding Teams.</p> <p>A diagnostic assessment of our current provision of specific targeted support, reviewed so that it can be improved in order to better meet student need. This diagnostic assessment draws on the <a href="#">OneCornwall attendance project</a> as a case study.</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.</p> <p>Living in the South West also presents additional regional challenges associated to material and sociocultural deprivation. This is highlighted through engagement with regional specific literature on the topic.</p> <p>The intended outcome is that at least 60% of disadvantaged students access support through our Pupil Premium Charter this academic year.</p>	<p>Success in this intended outcome is a reduction in the barriers to learning associated to material and sociocultural deprivation.</p> <p>This would enable greater access to and participation in the curriculum and enrichment opportunities.</p>

## Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

## Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 147,883

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD, Coaching	Ivybridge Community College provides a comprehensive programme of CPD, with specific focus on curriculum design, literacy, instruction, and meeting students' needs. The introduction of classroom standard operating procedures and	1

'non-negotiables' has vastly improved the consistency of lessons in the College.

In 2025, the Pupil Premium Case Study project highlighted the significant positive impact of embedded routines and consistent 'non-negotiables' on students' classroom experience. This is important, as the Attendance Case Study project highlighted that adults may inadvertently become the main 'variable' in a student's school experience.

Our curriculum is carefully sequenced to support disadvantaged students to develop stable schema. There is [commentary](#) to support this idea, whilst evidence in this area is largely inconclusive.

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).

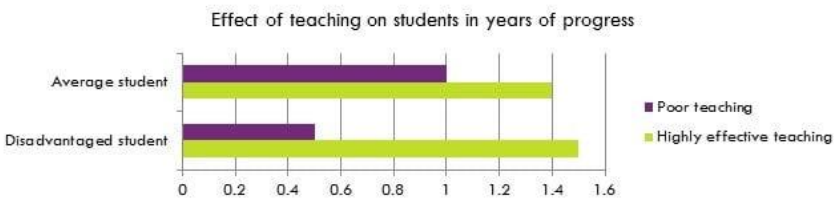
[Evidence](#) suggests that understanding cognitive load has implications for teaching practice, such as greater understanding of the benefits of worked examples. 15 studies focused on working with schemas, and [commentary](#) suggests that disadvantaged students are less likely to have developed a stable schema.

Ivybridge Community College recognises a crossover of need for disadvantaged students who also have SEND. In particular, the development and refinement of standard operating procedures and non-negotiables helps to ensure a consistent and predictable learning environment for students, supporting vulnerable learners. Student and staff voice is positive about the implementation of our standard operating procedures, which are closely supported by weekly 'Deliberate Practice' training sessions for teaching staff. Furthermore, there has been a movement towards creating 'distraction free' learning environments.

[Commentary](#) suggests that coaching can be used to improve the effectiveness of teaching, raising the quality and consistency of teaching. Coaching can be seen as a key strategy for enhancing teaching and learning, in an incremental and 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, a lot of [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 multiple phases of trialling a coaching model, investigating and exploring

	<p>how this can be implemented to the highest effectiveness within our context. Informed by our experiences, we implemented a College-wide coaching model, which involves all members of teaching staff in a series of coaching cycles. Coaches receive training to support their role.</p>	
<p>Recruitment and Retention</p>	<p>Ivybridge Community College prioritises high quality teaching and curriculum development.</p> <p>Teaching and learning must be effective in addressing knowledge gaps, developing stable scheme and facilitating knowledge recall. <a href="#">Evidence</a> from the Sutton Trust (2011) suggests that effective teaching can have a disproportionately positive effect on disadvantaged students.</p>  <p>The chart shows that for average students, poor teaching results in approximately 1.0 years of progress, while highly effective teaching results in approximately 1.4 years. For disadvantaged students, poor teaching results in approximately 0.5 years of progress, while highly effective teaching results in approximately 1.5 years.</p> <p>In 2025, the Pupil Premium Case Study project sought student voice on the key aspects of a 'good' lesson. Students highlighted aspects such as receiving expert teacher support and instruction, alongside disruption free learning as important features of a 'good' lesson.</p> <p>In the Pupil Premium Case Study project, students placed high value on their teachers providing them with support during lessons, identifying that teacher check ins were key to supporting their learning. This is significant, as suggests that less advantaged students may be less willing to ask for support when struggling, making a proactive approach from teachers important.</p>	<p>1</p>
<p>Technology to Support Access to the Curriculum</p>	<p>We invest 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 <a href="#">research</a> 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 previously invested in C Pens to support such students.</p> <p>For example, based on an increased number of disadvantaged students choosing to study GCSE Photography, we invested in new cameras to support students to complete their Home Learning and classwork.</p>	<p>1, 3</p>

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

Budgeted cost: £ 300,152

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted Literacy Intervention and Support	<p>Literacy extends beyond reading and vocabulary. <a href="#">Evidence</a> suggests that children with poor literacy struggle to access the curriculum, resulting in poor educational outcomes.</p> <p>According to the <a href="#">Social Mobility in the South West Report</a>, 40% of disadvantaged students achieved their basics in English and Mathematics 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 Key Stage 3 who are not at the expected standard of literacy.</p> <p><a href="#">Reading</a> 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 use an approach to diagnose 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; Fundamental Literacy; Post 16 Reading Mentoring and Fluency Training. Data is used to monitor students' progress and to identify diagnostic need or additional intervention.</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 second-tier and third-tier vocabulary by Beck and McKeown in <a href="#">literature</a>. <a href="#">Evidence</a> 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>An internal research project in 2025 focused on creating an audit of the language used in the Summer Examination Series 2024. This project focused on identifying challenges relating to language 'deficit' and the prevalence of second tier vocabulary in GCSE examination papers. The project sampled 11 subjects across the</p>	1

	<p>curriculum, representing subjects from Basics, EBacc and open bucket categories. The frequency of second tier vocabulary use was identified, alongside the significance of dual coding, culturally contextual references and the role of passages/sources/items. This research project highlighted the importance of ensuring that teachers use expert instruction to address gaps and misconceptions (with a specific focus on explicit vocabulary teaching).</p> <p>Literacy extends beyond reading and vocabulary. <a href="#">Evidence</a> suggests that children with poor literacy struggle to access the curriculum, resulting in poor educational outcomes. We explicitly teach new vocabulary using consistent methods. For example, in Personal Development, students use Frayer Models to support their understanding of key concepts. Use of the Literary Canon three mornings a week during Tutor Time provides students with additional reading opportunities, where students are exposed to carefully selected texts and teachers model reading with prosody.</p>	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 60,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pupil Premium Charter	<p>The Pupil Premium Charter encompasses a number of supportive provisions for students and parents/carers.</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.</p> <p>Following an analysis of the use of this support for the Academic Years 2022-2023, 2023-2024 and 2024-2025, 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>In 2024, we also trialled a new system to better monitor and evaluate the use of the Pupil Premium Strategy, using Provision Mapping.</p> <p>The Pupil Premium Charter includes many aspects, for example, support with school uniform is available through the Pupil Premium Charter. Evidence from the <a href="#">EEF</a> suggests that it is important for schools to recognise the financial implications of school uniform policies on less advantaged families. The Ivybridge Community College Pre-Loved Uniform Loan Store and Pupil Premium Charter have been developed based on</p>	1, 3

	<p>feedback from parents/carers and staff, and seeks to be a supportive strategy, providing assistance to students to ensure that the College's high standards and expectations of uniform are met at all times.</p> <p>Literature, including the <a href="#">Social Mobility in the South West Report</a>, 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 Community College Laptop Loan Scheme	<p>The Ivybridge Community College Laptop Loan Scheme provides a continuation of IT provision and support, which was first highlighted as a result of Covid-19 and school closures.</p> <p>The Ivybridge Community College Laptop Loan Scheme is disproportionately accessed by less advantaged students.</p> <p><a href="#">Literature</a> 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>This provision is widely accessed, and in 2025 we invested in a number of new devices to support the Ivybridge Community College Laptop Loan Scheme further.</p>	1, 3
Inclusion Breakfast Club	<p>Alongside the support available through our Pastoral, Attendance and Safeguarding Teams, underpinned in our universal provision, student attendance is also encouraged through the Inclusion Breakfast Club.</p> <p>Following a successful initial pilot in the summer term of 2022, and provision throughout the Academic Years that followed, Ivybridge Community College continues to develop our offer of the Inclusion Breakfast Club.</p> <p><a href="#">Research</a> has found that poor attendance at school is linked to poor academic attainment.</p> <p>The purpose of the strategy is to provide a positive, warm and supportive environment for selected students each morning, providing them with a 'strong start' to the day. <a href="#">Research</a> highlights the benefits of breakfast consumption, with 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>	2

	<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 attended the Breakfast Club, based on data from a case study analysis.</p> <p>In 2024, we started to conduct a diagnostic assessment of our current provision of specific targeted support for attendance, with a view to review this so that we can improve our current provision to better meet student need. This diagnostic assessment used the <a href="#">OneCornwall attendance project</a> as a case study.</p>	
Personal Development and Pastoral Support	<p>Ivybridge Community College recognises the need to support students' socioemotional needs, wellbeing and behaviour through effective Behaviour, 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, escalating to involve external agency intervention programmes as appropriate. This support is characterised by 'waves' of support.</p> <p>A review of provision revealed that less advantaged students disproportionately access wellbeing and safeguarding support at Ivybridge Community College.</p> <p>To specifically support children from Service families, our system of pastoral support is designed to provide tailored support based on emerging student need.</p>	1, 2, 3
Strong Starts	<p>Focusing on ensuring all students can have a positive start to the day, our Strong Starts provision supports students to meet uniform and equipment expectations.</p> <p>Students can access temporary uniform and equipment loans centrally when they arrive to the College in the morning.</p> <p>At the College, staff voice feedback has indicated that this strategy is having a positive impact on establishing consistent routines and expectations.</p>	1, 2, 3
Contingency Fund for Acute Issues	<p>We have identified a need to set aside some funding to respond quickly to emerging student needs that have not yet been identified.</p>	1, 2, 3

**Total budgeted cost: £ 508,035**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

In comparison to the validated data from the summer examinations of 2023, our disadvantaged cohort performed significantly higher in the summer examinations of 2024 and 2025. The Progress 8 score in 2024 was  $-0.15$ , in comparison to  $-0.81$  in 2023. In 2025, 55.6% of the disadvantaged cohort achieved Basics 5+.

Despite improvement for our disadvantaged cohort, following on improvements made in the previous academic year, there remained a gap between disadvantaged students and their peers in key measures, for example, Basics 5+ ( $-18.1$ ).

Based on the NGRT data from the Academic Year 2024-2025, all Year Groups made significant progress in both NGRT Reading Tests and No More Marking. The end SAS scores demonstrated that significant improvement across years 7 to 9 – a mean Progress Score of  $+3.6$  points. 102 additional literacy interventions took place throughout the Academic Year. The results for the students receiving intervention in Years 7-9 show a change revealing significant progress on average: with 11% of all students in this cohort identified at a lower stanine going down to 6% - so this data shows that our students do progress and move up out of the bottom stanines. Students and staff provided positive feedback on literacy interventions, including the Literary Canon in Tutor Time; our Fluency Programme and for Fresh Start progress. Finally, we made the strategic decision to no longer test Year 10, but outcomes from GCSE Test Data reveals a significant achievement in English when benchmarked against prior cohorts who went on to excel at GCSE.

Building on the previous Academic Year, we used our Pupil Premium Charter as a means to overcome barriers associated to material and sociocultural deprivation. The Pupil Premium Charter sought to provide increasingly equitable support for students at Ivybridge Community College. Based on feedback, we have made additional improvements to the provision offered in the Pupil Premium Charter for this academic year. Following a successful pilot in 2024-2025, we have implemented a new system to monitor and evaluate the effectiveness of the Pupil Premium Charter, using Provision Mapping. This is particularly useful, as it links to ClassCharts, providing all staff with a clear insight into the Pupil Premium provisions individual students are accessing.

Throughout the Academic Year, three internal research projects were undertaken to enhance our understanding of Pupil Premium student's experiences at the College. Firstly, as attendance of disadvantaged students continued to present a key challenge throughout the year, the One Cornwall Transforming Attendance in Cornwall report provided a practical insight as a case study, providing the opportunity to review how attendance strategies have been implemented successfully in Cornish schools. The conclusions of this case study suggested exploring the nature of disadvantaged students' experiences in the College through a series of case studies would be beneficial.

The Pupil Premium Case Study project was therefore conducted throughout the autumn and spring terms. The case study adopted a mixed methods approach, and aimed to explore the subjective experiences of individual students at the College. The small sample included students for Years 7 – 11. The findings emphasised the importance of consistent classroom practice, classroom positioning, and school culture. The student voice element of the research was largely positive about their school experience, and was also beneficial in highlighting common barriers faced by some students.

Finally, a Summer Examination 2024 Language Audit, using a representative sample of 11 GCSE subjects, investigated the use of second tier vocabulary within exam papers. The findings concluded that curriculum leaders and teachers must adopt a proactive approach to plan for gaps in knowledge and vocabulary (academic and cultural) and use expert instruction during

the 'teach' phase of lessons to address gaps and misconceptions (with a specific focus on explicit vocabulary teaching).